

2017 Annual Report to the School Community



School Name: Williamstown Primary School

School Number: 1183



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 30 April 2018 at 02:01 PM by Andrea Duxson (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 04 May 2018 at 08:08 AM by Cara McMahon (School Council President)

About Our School

School Context

Williamstown Primary School is a purposeful learning community where staff, students and families assume shared ownership for the provision of the highest quality learning opportunities for our students. Located in the historic bayside suburb of Williamstown, WPS is a P - 6 school. We are proud of our school's 144-year history, as well as our sense of community and traditions. Above all we are very proud of our student learning results and our capacity to achieve this whilst embracing and celebrating the child as a whole. Williamstown Primary School continues to emphasize its commitment to the development of positive social skills through the *Willy Kids* program, a successful whole-school positive behaviour program. Its values are an essential part of the school's ethos and underpin our approach to all areas of school operations, from parent participation to curriculum delivery.

Throughout 2017, Williamstown Primary maintained a relatively stable enrolment of approximately 530 students mostly drawn from the Williamstown South neighbourhood area. Our school had an SFOE (Student Family Occupation Education Index of 0.1542). The staffing profile to support all students consisted of 2.0 Principal class, 25.0 EFT teachers and 6 Education Support Staff (PSD) and 5 Educational Support (Admin).

The active participation of families within the school community is a reliable and highly valued feature of our school. A strong partnership with parents is developed and considered essential in our endeavour to ensure the successful learning achievement for every child. We have a committed and active *Friends of Willy (FOW)* parent group whose roles are broad and varied. FOW supports our school programs through participation and fundraising and it promotes social engagement and connectedness within our community. A significant highlight and source of community pride this year was our very successful *Seaside Fair* held in November 2017. This was a wonderful celebration of our great school community.

Framework for Improving Student Outcomes (FISO)

Our collective focus in 2017 has been in the key FISO areas of *Excellence in teaching and learning* and *Positive climate for learning*. A continued focus on building a challenging learning environment which ensures growth and success for all students continues to be our key focus. Aspirational targets for learning growth were established and we closely monitored improvements in student learning across the school, particularly in Writing and Mathematics.

Practice excellence and thorough curriculum planning and assessment is being built through the development of Essential Learning Maps in the areas of Writing and Numeracy. In 2017, we also began work to a guaranteed and viable curriculum in the area of Science using the new F-10 Victorian curriculum. We continue to personalise the learning for students by incorporating high quality use of digital technologies in all learning areas.

Attention to ensuring WPS provides a positive climate for learning was integral to our daily work. Particular focus on promoting student safety and inclusion through staff training in the *Child Wise* and *Respectful Relationships* curriculum was undertaken.

Achievement

A strong emphasis on high expectations of learners and the learning growth of all students' Literacy and Numeracy capabilities continues to be our collective focus. Achievement data has reflected a positive upward trajectory in learning growth with engagement levels strong. We are proud of our students' NAPLAN Learning Gain and our Reading and Numeracy, as we continue to perform at levels comparable with similar schools and in the area of Year 5 Numeracy, we perform higher than similar schools. Our commitment to increasing the percentage of students achieving high growth through the implementation of consistent, research based instructional strategies is being realised.

Our Learning Community has embraced the principles of a Growth Mindset in order to challenge students to stretch themselves and develop learning stamina and persistence. The setting of student learning goals and the provision of high quality feedback is ongoing work for our school. Our collective work in the area of *high expectations of success* for learners is positively reflected in the *Attitudes to School Survey (ATSS)* with all cohorts recording a positive response of 91% and above to questions about this. *Learning Confidence* is similarly high, with results for all cohorts except one equating to 84% and above. All students identified as being on the *Program for Students with a Disability* have shown progress at satisfactory or above levels in achieving their individual learning goals.

A new approach to the teaching of Science was launched in 2017 with the opening of our Science lab by celebrity scientist Dr. Karl. Students have engaged in hands on, active learning which has been not only enjoyable but instrumental in improving their science understandings within an integrated curriculum model.

Curriculum learning programs in the areas of Music, Art, Physical Education and LoTE (Italian language and culture)

provide further breadth of learning opportunities for our students with rich, engaging programs developed in each. Targeted learning interventions were facilitated in the area of Literacy in Year 3 and 4 and an additional Reading intervention program for students requiring extra assistance in Year 5 and 6. The Critical and Creative Thinking space is becoming of greater emphasis as staff have strengthened their knowledge of this work promoting students' awareness of metacognition. This work will be continued in 2018. Additionally a dynamic extension program was delivered to Year 6 students entitled *Creative Minds* and our lunchtime clubs program extended to include *The Hour of Code (Yr. 3/4s)*.

Engagement

A persistent effort around developing students' awareness and ownership of their learning marked our work in 2017. Our 1:1 iPad program incorporated high quality use of digital technologies across all learning areas to enhance the engagement of students in learning. The use of quality apps to engage students and lead them to create or significantly design new tasks reflecting their learning is planned for.

All students in 2017 also engaged with Mathletics and Literacy Planet as a key support to building their capabilities in an online space.

Student (Learner) Voice was explored through the Learning to learn; Learning to be unit of work undertaken across the school at the commencement of the year. In this way the student shared their knowledge and extended their knowledge of themselves as a learner. Students in Years 2 – 6 actively engaged in the reporting process to parents through Student led Conferences, drawing on their reflection and analysis skills and their capacity to undertake feedback.

Science and STEM units such as those using Lego robotics or the Spheros within an integrated teaching sequence were definite highlights for students in all year levels.

Whilst Year 4 and Year 5 *Attitudes to School Survey (ATSS)* data is very positive, we were disappointed with our 2017 Year 6 data. In the area of Cognitive Engagement, we see further need to continue our focus on questioning in order to challenge students thinking and understand in greater depth, students learning needs and approaches. Student Voice and Agency is an area of further professional learning.

Absence from school can significantly impact on students' learning therefore we are committed to improving student attendance. Our school records a similar level of attendance to schools with similar background characteristics of students. Continues monitoring by the Leadership team involving close communication with families as well as promotion of the *Every Day Counts* material assists this result.

Wellbeing

Strong relationships between all members of the school community are genuinely established, including strong partnerships with parents. We believe relationships are key to promoting high levels of student wellbeing and a greater capacity to address specific needs with the view to enhancing student learning, resilience, and wellbeing including safety.

A whole-school approach to the wellbeing of every student through the teachings of the Child Wise curriculum content (in accordance with Child Safe Standards) promotes confidence and personal safety for every student. This has been built into appropriate aspects of our Willy Kids topics.

A recognized strength of our school is its provision for all learners. *Imagination Circle Time* and Sand Play are key aspects of our Student Care program providing students with additional emotional and social needs with a strong foundation for success. We invest in our students' leadership potential through our *Willy Kids* program as well as the many leadership opportunities on offer including *Junior School Council* and *Leaders of the Evolution*.

We continue to maintain the high level of awareness, understanding and relevance of the values and beliefs underpinning the *Willy Kids are Friendly Kids* program to ensure consistent, positive educational messages are delivered school-wide between families, staff and students.

Once again *Attitudes to School Survey* data reveals very high levels of student safety, connectedness to school, inclusion and resilience of which we are very proud.

For more detailed information regarding our school please visit our website at <http://www.williamstownps.vic.edu.au>







Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

School Profile	
<p>Enrolment Profile</p> <p>A total of 530 students were enrolled at this school in 2017, 249 female and 281 male.</p> <p>5 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Higher</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>15%</td> <td>43%</td> <td>43%</td> </tr> <tr> <td>Numeracy</td> <td>7%</td> <td>41%</td> <td>52%</td> </tr> <tr> <td>Writing</td> <td>21%</td> <td>54%</td> <td>25%</td> </tr> <tr> <td>Spelling</td> <td>10%</td> <td>48%</td> <td>42%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>27%</td> <td>49%</td> <td>24%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	15%	43%	43%	Numeracy	7%	41%	52%	Writing	21%	54%	25%	Spelling	10%	48%	42%	Grammar and Punctuation	27%	49%	24%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	15%	43%	43%																							
Numeracy	7%	41%	52%																							
Writing	21%	54%	25%																							
Spelling	10%	48%	42%																							
Grammar and Punctuation	27%	49%	24%																							



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 969 1036 1061"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>93 %</td> <td>93 %</td> <td>94 %</td> <td>92 %</td> <td>93 %</td> <td>93 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	93 %	94 %	92 %	93 %	93 %	92 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	93 %	94 %	92 %	93 %	93 %	92 %										



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

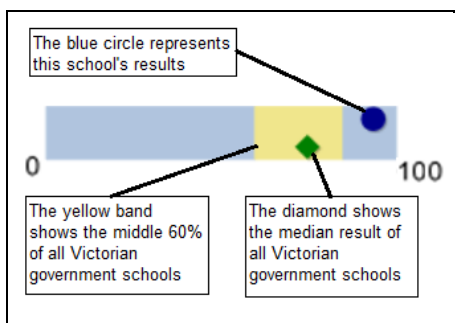
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

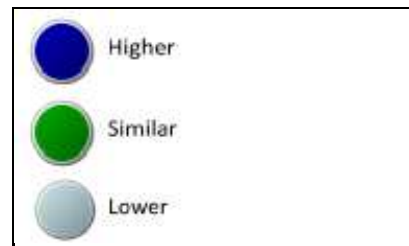


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

Financial Performance and Position

Financial performance and position commentary

At the conclusion of the 2017 school year, Williamstown Primary was in a healthy financial position. The Williamstown Primary Finance committee together with School Council were able to meet all budgetary requirements and ensure DET financial guidelines were abided by. Given our financial position we plan to finance additional prep (foundation) play equipment and the installation of the playground turf in this area. Unfortunately, our extensive investigation into the installation of additional cooling to our heritage buildings is presently beyond our reach but not forgotten. We thank and congratulate our *Friends of Willy* fundraising group for their continual support throughout the year as they worked tirelessly to raise \$88,613. This amount consisted of \$13,613 general fundraising and \$75,000 from our Seaside Fair in 2017. The school dedicated \$114,252 of this to equip our new Science learning space, install a synthetic turf running track and basketball court, as well as complete cyclic painting, purchase of a new photocopier and upgrade the telephone system to ensure every room has a handset.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017

Revenue	Actual
Student Resource Package	\$3,589,530
Government Provided DET Grants	\$479,427
Government Grants Commonwealth	\$106,422
Government Grants State	(\$43,236)
Revenue Other	\$11,391
Locally Raised Funds	\$534,511
Total Operating Revenue	\$4,678,045

Equity ¹	
Equity (Social Disadvantage)	\$19,435
Equity Total	\$19,435

Expenditure	
Student Resource Package ²	\$3,401,327
Books & Publications	\$10,704
Communication Costs	\$7,796
Consumables	\$102,432
Miscellaneous Expense ³	\$210,810
Professional Development	\$22,438
Property and Equipment Services	\$302,965
Salaries & Allowances ⁴	\$207,774
Trading & Fundraising	\$66,614
Travel & Subsistence	\$1,905
Utilities	\$31,837
Total Operating Expenditure	\$4,366,601

Financial Position as at 31 December, 2017

Funds Available	Actual
High Yield Investment Account	\$102,394
Official Account	\$8,588
Other Accounts	\$239,083
Total Funds Available	\$350,065

Financial Commitments	
Operating Reserve	\$135,336
Asset/Equipment Replacement < 12 months	\$10,000
Capital - Buildings/Grounds incl SMS<12 months	\$100,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$35,000
Asset/Equipment Replacement > 12 months	\$40,000
Maintenance -Buildings/Grounds incl SMS>12 months	\$24,729
Total Financial Commitments	\$345,065



Net Operating Surplus/-Deficit	\$311,443
Asset Acquisitions	\$27,204

- (1) The Equity funding reported above is a subset of overall revenue reported by the school
- (2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.
- (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.